

**MERIDEN PUBLIC SCHOOLS  
TEXTBOOK ADOPTION FORM**

1. Curriculum Committee or Department submitting change: \_\_\_\_\_
2. Grade levels or high school course(s) in which text will be used: \_\_\_\_\_
3. Proposed Text:
  - A. Title: \_\_\_\_\_
  - B. Author(s) [full name(s)]: \_\_\_\_\_
  - C. Publisher (name and location): \_\_\_\_\_
  - D. Copyright date: \_\_\_\_\_
4. Cost of recommended text: \_\_\_\_\_
5. Number of copies to be purchased: \_\_\_\_\_
6. Total cost of texts, supplemental supplies & shipping: \_\_\_\_\_  
*(Please include a detailed cost proposal from the company representative)*
7. This text is (check one):
  - A. \_\_\_\_\_ A replacement for an existing text  
**Current BOE approved textbook being replaced:** \_\_\_\_\_
  - B. \_\_\_\_\_ A new text for new or revised course
8. Rationale for selection of this text. **If this is a replacement for current text**, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text.

Prior to recommendation for adoption, all textbooks must be reviewed in keeping with the established system wide procedures. Textbooks proposed for adoption are to have the endorsement of the appropriate Curriculum Committee before being submitted for final consideration.

\_\_\_\_\_  
Signature of Curriculum Chair

\_\_\_\_\_  
Date

**MERIDEN PUBLIC SCHOOLS  
TEXTBOOK ADOPTION QUESTIONNAIRE**  
Please complete this form for each book being reviewed.

<b>SUBJECT:</b>	
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<b>COURSE:</b>	
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<b>DEPARTMENT CHAIR:</b>	
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<b>CURRICULUM CHAIR:</b>	
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<b>DATE:</b>	
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<b>Committee Member Names - School/Location - Position</b>

<b>Who reviewed this textbook?</b>

<b>List the title of the textbook reviewed, the name of the company and the copyright date</b>

<b>Is this a digital book or a printed textbook?</b>

<b>Was this book selected by the committee? Why was this textbook selected over the other textbooks?</b>

<b>Are digital resources available with this textbook?</b>

<b>Answer the following questions about the textbook selected</b>		<b>YES</b>	<b>NO</b>
<b>1</b>	The illustrations in curricular materials disproportionately represent one sex, race, or handicapping condition.		
<b>2</b>	The generic masculine language is used to describe all hypothetical persons.		
<b>3.</b>	Career and parenting roles are stereotypically portrayed for one sex, race, or handicapping condition.		
<b>4.</b>	Coverage is out of balance of the actual population for roles, contributions or problems of members of one sex, race or handicapping condition over another.		
<b>5.</b>	Behaviors, activities or interests are presented as being inherently more appropriate for one race, sex or handicapping condition.		
<b>6.</b>	Members of one sex, race or handicapping condition are seen as the reference point for all people.		